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STANDARDIZED POSITION ORIENTED TRAINING SYSTEM (SPOTS)

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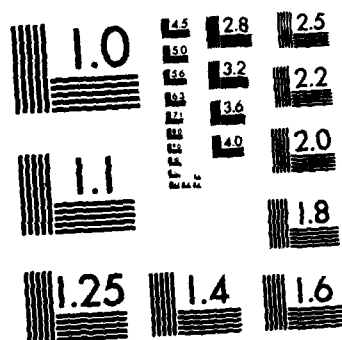
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**HUMAN
RESOURCES**

**STANDARDIZED POSITION ORIENTED
TRAINING SYSTEM (SPOTS)**

By

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**MANPOWER AND PERSONNEL DIVISION
Brooks Air Force Base, Texas 78235**

December 1982

Final Report

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20. ABSTRACT (Continue on reverse side if necessary and identify by block number) This report summarizes the research and development of the Standardized Position Oriented Training System (SPOTS). Over the last several years, Air Force supervisors have voiced strong concerns about using the Specialty Training Standard or the Job Proficiency Guide as a guide for training tasks during on-the-job training (OJT). The objective of this study was to develop an automated procedure for identifying specific job tasks associated with each significant portion of an Air Force specialty, so as to recommend tasks for OJT. Although the word "position" in SPOTS implies an individual position, the research effort used "job" as an operational substitute for individual position, where		

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a job was a statistical summary of the tasks performed by a group of individuals assigned to similar positions. This was necessitated by the fact that there are several hundred thousand individual positions in the Air Force; however, many of the positions are similar enough that an average job description would be suitable for them. A single regression equation was developed that could be used across jobs in four widely different specialties to predict the priority with which the tasks should be trained in OJT for a specific job. Further, this overall equation included only two terms: (a) the interaction between the percentage of members in the job performing the task and the task's difficulty and (b) the percentage of members in the job performing the task.

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**This is a Special Report prepared for the Air Force Manpower and Personnel Center,
Director of Personnel Resources and Distribution.**

EXECUTIVE SUMMARY

Requirement

The Standardized Position Oriented Training System (SPOTS) was developed in response to a Request for Personnel Research (RPR 78-20) submitted by the Air Force Manpower and Personnel Center (AFMPC) to the Air Force Human Resources Laboratory (AFHRL). The purpose of the research and the development of SPOTS was to provide a method for recommending which tasks to include in on-the-job training (OJT) for specific jobs within Air Force enlisted specialties. Recommendations were made in the form of SPOTS priority scores assigned to each task for each job. Although the word "position" in SPOTS implies an individual position, the research effort used "job" as an operational substitute for individual position, where a job was a statistical summary of the tasks performed by a group of individuals assigned to similar positions. This was necessitated by the fact that there are several hundred thousand individual positions in the Air Force; however, many of the positions are similar enough that an average job description would be suitable for them.

System Development

The development of SPOTS priority scores was based on a judgment analysis approach. The scores indicate the OJT priority for each task in each job in an Air Force specialty. Supervisors provided judgments regarding the tasks which required OJT for the jobs they supervised. Supervisor judgment was the criterion against which a mathematical model was developed. This model was then used to generate automated SPOTS task training requirements lists for each job in a specialty. Four representative specialties differing in technicality (hardware oriented, or not hardware oriented) and diversity (many jobs or few jobs) were used for the study. The specialties selected were (a) 423X0 — Aircraft Electrical Systems (high hardware technicality and low diversity), (b) 461X0 — Munitions Systems (high hardware technicality and high diversity), (c) 645X0 — Inventory Management (low hardware technicality and high diversity), and (d) 645X0A — Inventory Management Munitions (low hardware technicality and low diversity).

The major result of the study was development of a single SPOTS mathematical model that could be used in all jobs across the four specialties. This model included the percentage of members in the job performing the task and the task's learning difficulty. Application of the model resulted in a SPOTS training priority score for each task in a given job within a specialty. The SPOTS training priority score was designed to be used to rank-order tasks in a job for OJT in the order of their training priority. Using the model, each job in a specialty would have a different rank-ordered listing of tasks for OJT.

To aid in using the SPOTS task listings and training priority scores, three presentation formats were developed: (a) an automated SPOTS listing, which arranges the tasks for each job in descending order on SPOTS priority scores, (b) an automated version of the Job Proficiency Guide (JPG) containing the SPOTS training tasks listing, and (c) an automated SPOTS Executive Summary, which displays the tasks occurring across all SPOTS listings for a specialty.

Recommendations

1. The Air Force Manpower and Personnel Center (AFMPC) should conduct a formal evaluation of the SPOTS program if and when implemented. The increase in OJT training effectiveness should be assessed by AFMPC before SPOTS is applied Air Force wide, because the SPOTS program would require additional manpower to support a central management office.
2. AFHRL should incorporate SPOTS task listings and priority scores in the Integrated Training System program being developed for AFMPC. The SPOT system would provide the basis for identification of tasks critical for training for each job.
3. To facilitate operational implementation of the SPOTS program, the Air Force Occupational Measurement Center

(OMC) should (a) continue to collect task difficulty data as part of its occupational analysis process, and (b) further refine its job typing process. Presently, OMC identifies jobs primarily to determine whether the Air Force occupational structure requires modification. Implementation of SPOTS requires a fine detailing of the jobs in each specialty since supervisors will select their SPOTS training listings from an OMC produced catalogue of jobs within these specialties. Hence, OMC should assure that supervisors agree with the job structure produced by the occupational analysis and can identify jobs by their OMC titles.

The Air Training Command (ATC) should work closely with AFMPC during implementation of SPOTS or its derivatives to ensure that feed-forward and feedback channels are instituted between ATC technical training and OJT. This would benefit ATC by providing OJT information that would be relevant to the development and modification of technical training school curricula and by permitting ATC to predict changes in OJT requirements based on changes in technical training school curricula.

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STANDARDIZED POSITION ORIENTED TRAINING SYSTEM (SPOTS)

I. BACKGROUND

The dual channel on-the-job training (OJT) program for Air Force enlisted personnel, as outlined in Air Force Manual 50-23, consists of a self-study Career Development Course and a supervised training system conducted in the actual work situation. The supervised-training system is discussed in this report.

In the supervised-training system within the OJT program, the supervisor selects the tasks each airman is expected to master. To this end, supervisors use the Specialty Training Standard (STS) for their career ladder as a guide in selecting relevant tasks to train. However, supervisors have voiced strong concerns about using the STS as a guide for OJT (Stephenson & Burkett, 1975) since the STS is career ladder oriented rather than job oriented. As a result, its items are usually very broad and are not always specific to tasks actually performed.

In response to these problems regarding the selection of tasks for OJT, the Air Force OJT management community (Greenwell, Note 1) developed the concept of the Standardized Position Oriented Training System (SPOTS). The SPOTS concept was designed (a) to provide field supervisors with standardized guidance for making decisions (by identifying job tasks in the order of their training priority), (b) to replace the broad, generalized statements of the STS with a series of job specific task listings, and (c) to provide flexibility in OJT guidance so that local conditions, such as type of equipment, major command (MAJCOM), and manning, could be taken into consideration. Under the SPOTS concept, OJT requirements would be outlined in terms of the specific tasks associated with specific jobs.

The purpose of the SPOTS research and development program was to develop automated procedures to produce listings of tasks in order of OJT training priority for each job within a specialty.

To assure that the research results would be generalizable to most Air Force specialties, four different Air Force specialties were selected for this study. They were selected based on their technicality, i.e., in terms of whether equipment is maintained/operated, and on their diversity, i.e., in terms of number of jobs within the specialty (high = 15 or more jobs; low = less than 15 jobs), as reported in their respective Occupational Survey Reports published by the Air Force Occupational Measurement Center (OMC). The specialties selected were (a) 423X0 — Aircraft Electrical Systems (high hardware technicality and low diversity) (Gentner & Pont, 1979), (b) 461X0 — Munitions Systems (high hardware technicality and high diversity) (Jones & Street, 1977), (c) 645X0 — Inventory Management (low hardware technicality and high diversity) (Nolte & Ulrich, 1978), and (d) 645X0A — Inventory Management Munitions (low hardware technicality and low diversity) (Nolte & Ulrich, 1978).

II. FINDINGS

The development of an automated system for generating SPOTS lists was based on a judgment analysis approach. A total of 186 Air Force supervisors in the four selected specialties provided judgments about task training requirements for 58 different jobs. They did this by selecting tasks for inclusion or exclusion for training for jobs that they supervised. Although the word "position" in SPOTS implies an individual position, the research effort used "job" as an operational substitute for individual position, where a job was a statistical summary of the tasks performed by a group of individuals assigned to similar positions. This was necessitated by the fact that there are several hundred thousand individual positions in the Air Force; however, many of the positions are similar enough that an average job description would be suitable for them. Supervisors made their judgments regarding task training requirements on forms that listed tasks in an a priori estimated order of training importance, but with no data explicitly shown.

Two different levels of judgment analysis were completed to develop mathematical models of the supervisors' task-training requirements decisions. The first level analyzed separate models for each of the 58 jobs. A comparison was made between the resulting models for jobs within each specialty, and within each specialty there was sufficient similarity to allow a broader specialty model to be used. The second level analyzed separate models for each of the four specialties. The specialty models were found to be similar enough to permit the use of a single Air Force SPOTS mathematical model.

Further analyses of the models indicated that two main factors (i.e., the multiplicative interaction between the percentage of members in the job performing the task and the task's difficulty, combined with the percentage of members in the job performing the task) consistently received heavy weights by the supervisors when they recommended tasks for OJT requirements. Thus, if the percentage of members in the job performing the task and the task's difficulty were known, a fairly good estimate could be made as to whether a supervisor would recommend training on the task for that job. Table 1 shows the equation used to compute OJT priority scores by employing the regression weights with the corresponding values for the two variables and using a constant factor. This equation produces an OJT priority score for each task defined within a job. It should be noted that Task Difficulty ranges from 1 to 9, with a mean of 5 and a standard deviation equal to 1. Table 2 shows the input data and resulting SPOTS scores.

Table 1. SPOTS Model to Predict OJT Priority

Variable	Raw Score Regression Weights
A. Percentage of Members in the Job Performing Task by Task Difficulty (A)	.002742
B. Percentage of Members in the Job Performing Task (B)	-.005797
C. Constant	-.019506

Note. $SPOTS\ Score = (.002742 \times A) - (.005797 \times B) - .019506$
 $R = .620635$
 $R^2 = .385188$

Table 2. Summary of SPOTS Model Input and Output Data

Variable	Mean	SD	Range	
			Minimum	Maximum
A. Percentage of Members in the Job Performing Task by Task Difficulty (A)	50.6	90.6	0.000	730.000
B. Percentage of Members in the Job Performing Task (B)	10.8	19.3	0.000	100.000
C. SPOTS Score	.057 ^a	---	-0.020 ^b	1.402 ^b

^a The SPOTS score shown was calculated by applying raw regression weights from Table 1 to the Mean values of the A and B predictors.

^b The range of SPOTS scores shown, calculated from the range extreme values of the (A) and (B) predictors, exceeds the SPOTS score theoretical range of 0 to 1.

III. CONCLUSIONS

The purpose of the SPOTS research and development program was to develop methods for automating listings of tasks in the order of training priority for Air Force jobs. This goal has been accomplished in that a single automated mathematical model was developed that could rank order job tasks for OJT. The model was found to be appropriate for the specialties included in the study and is presumed to be applicable for all Air Force specialties that have been analyzed by OMC. However, further research would be required to test this presumption. An important finding is that, across all jobs, supervisors tend to place the most emphasis on the same factors when selecting task for OJT. These factors

are (a) the interaction between the percentage of members in the job performing the task by the task's difficulty and (b) the percentage of members in the job performing the task. Both factors are routinely collected by OMC in the operational Occupational Survey Program. Thus, application of SPOTS to all analyzed specialties is highly feasible.

The procedure for generating the SPOTS listings for any enlisted specialty is planned for publication in a future AFHRL technical paper. The procedure is specifically designed for implementation by OMC personnel. This is appropriate since OMC has access to the data base required to generate the SPOTS listings through the on-line Comprehensive Occupational Data Analysis Programs (CODAP) system shared with AFHRL on the AFHRL UNIVAC system.

To aid in using the information developed in SPOTS research and development, three different presentation formats for the SPOTS task listings and priority scores were designed. These formats were (a) an automated SPOTS listing, which arranges the tasks in descending order based on the SPOTS priority score for a specific job (Figure A-1), (b) an automated version of the Job Proficiency Guide (JPG) containing the tasks listed in the SPOTS listing (Figure A-2), and (c) an automated SPOTS Executive Summary, which displays the tasks occurring across all SPOTS listings for a single specialty (Figure A-3). All of these products provide definitive information to the supervisors and executive managers in the field on the OJT priority of the tasks in a specialty.

IV. APPLICATIONS

The SPOTS program, if implemented, would affect the Air Force in at least five areas. First and foremost, it would enhance OJT by enabling supervisors to select tasks for training that are job specific, a capability that is not currently widespread; task selection would be relatively straightforward since the SPOTS listing would be prescriptive. Second, it would increase mission capability; given that OJT would be targeted to important tasks, airmen would be trained on those tasks actually required for mission effectiveness. Third, it could affect the Air Training Command (ATC) technical training courses; the SPOTS task listings could be used to justify increased training on important and widely performed tasks, or the listings could lead technical trainers to provide less training on tasks that would have high probability of being trained in the field by OJT supervisors. Fourth, it could affect the Air Force classification structure; the identification of training tasks by SPOTS provides a common measure in identifying or redefining jobs or specialties. Fifth, it could affect the Air Force assignment system; identification of important tasks which fulfill training and proficiency requirements of each job could aid in selection, assignment, and career development based upon the requirements of jobs and the experience of the individuals.

V. RECOMMENDATIONS

1. The Air Force Manpower and Personnel Center (AFMPC) should conduct a formal evaluation of the SPOTS program if and when implemented. Since the SPOTS program would require additional manpower to support a central management office, the increase in OJT training effectiveness should be assessed by AFMPC before SPOTS is applied Air Force wide.

2. AFHRL should incorporate SPOTS task listings and priority scores in the Integrated Training System program that is now being developed for AFMPC. The SPOTS program would provide the basis for identification of tasks critical for training for each job.

3. To facilitate operational implementation of the SPOTS program, OMC should (a) continue to collect task difficulty data as part of its occupational analysis process and (b) further refine its job-typing process. Presently, OMC identifies jobs primarily to determine whether the Air Force occupational structure requires modification. Implementation of SPOTS requires a fine detailing of the jobs in each specialty since supervisors will select their SPOTS training listings from an OMC-produced catalogue of jobs within these specialties. Hence, OMC should ensure that supervisors agree with the job structure produced by the occupational analysis and can identify jobs by their OMC titles.

4. The Air Training Command (ATC) should work closely with AFMPC during implementation of SPOTS or its derivatives to ensure that feed-forward and feedback channels are instituted between ATC technical training and OJT.

This would benefit ATC by providing OJT information that would be relevant to the development and modification of technical training school curricula and by permitting ATC to predict changes in OJT requirements based on changes in technical training school curricula.

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Stephenson, R.W., & Burkett, J.R. *On-the-job training in the Air Force: A Systems Analysis*. AFHRL-TR-75-83, AD-A036 206. Lowry AFB, CO: Technical Training Division, Air Force Human Resources Laboratory, December 1975.

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APPENDIX A: SAMPLE SPOTS TASK LISTING, JPG FORM, AND EXECUTIVE SUMMARY

Task Factor Information of SPOTS Analysis on AFSC 751X2

Task Factor Decks for 751X2 by Job - Ordered on SPOT Priority Score
751X2 JOBGRP 359 Unit OJT Managers/Counselors

D	TSK	TITLES	SEQ NUM	a		b	c	d		e
				359	PS4	MEM 359	MEM TOT	TSK DIF	AVG GRD	
C	65	Conduct OJT Staff Visits	1	1.677		85.7	78.7	6.72	5.87	
A	11	Develop Procedures for OJT Programs	2	1.087		92.9	62.3	6.01	6.13	
B	36	Draft Correspondence	3	1.032		78.6	72.0	4.96	6.06	
K	239	Advise Supervisors Conducting Qualification Training	4	1.029		100.0	69.2	4.68	5.98	
K	483	Review Preparation of AF Form 2095 or 2096	5	.847		100.0	74.2	4.70	5.11	
K	326	Determine Unit OJT Training Needs	6	.829		92.9	60.1	6.03	5.28	
C	96	Evaluate Training Programs	7	.818		64.3	61.3	6.27	6.36	
K	310	Counsel Trainees or Supervisors on Their Trainees' Progress	8	.794		100.0	62.2	5.17	5.28	
C	85	Evaluate OJT Trainees	9	.745		85.7	61.6	5.40	5.83	
K	309	Counsel Trainees on Training Progress	10	.710		100.0	59.2	5.02	5.28	
K	238	Advise Supervisors Conducting Career Development Course (CDC) Review Training	11	.691		100.0	70.8	4.48	5.11	
C	84	Evaluate OJT Trainees	12	.686		85.7	63.8	5.34	5.50	
B	27	Counsel Personnel on Personal or Military Related Problems	13	.674		78.6	56.9	5.51	6.29	
K	485	Review USAF Publications Bulletins	14	.566		85.7	66.1	3.87	6.10	
C	83	Evaluate OJT Supervisors	15	.562		71.4	61.7	5.61	5.94	
K	240	Advise Supervisors Selecting OJT Trainers	16	.536		92.9	62.1	4.77	5.44	
D	120	Advise Individuals on Community College of the Air Force (CCAF) Programs	17	.533		100.0	29.5	4.46	5.62	
D	118	Advise Individuals on Career Development, such as Professional Military Education (PME) Courses	18	.527		100.0	48.3	4.39	5.50	
C	77	Evaluate Internal Office OJT Programs	19	.461		71.4	47.4	5.07	6.40	
C	95	Evaluate Training Methods	20	.457		64.3	49.0	5.70	6.32	
K	434	Review Training Statistics	21	.454		71.4	68.2	4.72	5.76	
K	286	Assist Supervisors in Development of Master JPG	22	.425		71.4	56.0	5.28	5.66	
D	123	Advise Individuals on Extension Course Institute (ECI) Courses	23	.412		92.9	57.3	4.09	5.49	
K	437	Maintain Files of Staff Assistance Visit Reports	24	.404		92.9	68.7	3.29	5.43	
B	29	Develop or Improve Work Methods or Procedures	25	.353		64.3	46.6	5.46	6.76	
D	117	Advise Individuals on Available Off Duty Education Programs	26	.329		92.9	33.5	4.16	5.51	
J	222	Coordinate with Agencies such as Field Training Detachments, Tech Schools, or Civilian Schools to Schedule Classes	27	.318		57.1	56.8	5.18	6.15	

Figure A-1. Sample SPOTS task listing.

K	237	Administer Written Tests	28	.318	78.6	40.0	3.57	6.24
J	221	Coordinate Training Schedules and Requirements with All Affected Activities to Determine Training Priorities	29	.313	42.9	56.4	5.38	6.10
C	97	Evaluate Training Techniques	30	.294	50.0	46.5	6.00	6.39
K	303	Consult with Other (CBPO) Sections on Matters Dealing with Classification Relating to OJT	31	.277	71.4	57.5	4.38	5.69
K	465	Prepare Requisitions for Specialty Training Standards (STS) or CDC Materials	32	.234	92.9	40.0	3.39	5.54
K	450	Participate in the Development of Job Proficiency Guide Continuation Sheet Forms (AF Form 797)	33	.233	50.0	52.5	5.39	6.11
C	106	Select Individuals for Specialized Training	34	.224	50.0	12.2	5.00	7.78
C	79	Evaluate Job Proficiency Guide (JPG)	35	.223	64.3	40.0	5.31	6.38
K	490	Select Individuals for Evaluation During Staff Assistance Visits	36	.219	85.7	52.6	4.17	5.23
I	216	Open Computer Terminals	37	.204	.0	33.2	3.22	5.09
I	211	Contact Maintenance Personnel When Computers Malfunction	38	.200	.0	14.9	2.62	5.72
I	220	Shutdown or Secure Terminals	39	.200	.0	30.2	3.07	5.01
A	5	Determine Work Priorities	40	.192	50.0	49.2	4.87	6.89
C	105	Recommend Individuals for Promotion/Demotion, or Reclassification	41	.153	42.9	21.0	5.64	7.50
K	448	Observe Task Performance	42	.150	57.1	41.9	4.99	5.83
A	12	Plan Briefings	43	.145	64.3	49.5	5.11	6.39
D	115	Advise Individuals on AF Educational Goals	44	.134	85.7	24.0	4.26	5.21
A	3	Assign Sponsors for Newly Assigned Personnel	45	.129	7.1	11.4	2.27	7.86
C	75	Evaluate Inspection Reports or Procedures	46	.122	42.9	35.1	5.39	7.16
K	497	Update Data in Maintenance Management Information and Control System (MMICS)	47	.112	7.1	31.8	5.44	5.43
B	44	Initiate Personnel Action Requests	48	.110	64.3	61.7	3.72	5.52

Task No.	Tasks	Skill Level	Date OJT Started	Date Proficiency Attained	Trainee Initials	Supervisor Initials
C 65	Conduct OJT Staff Visits					
A 11	Develop Procedures for OJT Programs					
B 36	Draft Correspondence					
K 239	Advise Supervisors Conducting Qualification Training					
K 483	Review Preparation of AF Form 2095 or 2096					
K 326	Determine Unit OJT Training Needs					
C 96	Evaluate Training Programs					
K 310	Counsel Trainees or Supervisors on Their Trainees' Progress					
C 85	Evaluate OJT Trainees					
K 309	Counsel Trainees on Training Progress					
K 238	Advise Supervisors Conducting Career Development Course (CDC) Review Training					
C 84	Evaluate OJT Trainees					
B 27	Counsel Personnel on Personal or Military Related Problems					
K 485	Review USAF Publications Bulletins					
C 83	Evaluate OJT Supervisors					
K 240	Advise Supervisors Selecting OJT Trainees					
D 120	Advise Individuals on Community College of the Air Force (CCAF) Programs					
D 118	Advise Individuals on Career Development, such as Professional Military Education (PME) Courses					
C 77	Evaluate Internal Office OJT Programs					
C 95	Evaluate Training Methods					
K 434	Review Training Statistics					
K 286	Assist Supervisors in Development of Master JPC					
D 123	Advise Individuals on Extension Course Institute (ECI) Courses					
K 437	Maintain Files of Staff Assistance Visit Reports					
B 29	Develop or Improve Work Methods or Procedures					

SPOT Priority Scores: 751X2 - Group 359

Figure A-2. Sample SPOTS JPC form.

Task No.	Tasks	Skill Level	Date OJT Started	Date Proficiency Attained	Trainee Initials	Supervisor Initials
D 117	Advise Individuals on Available Off Duty Education Programs					
J 222	Coordinate with Agencies such as Field Training Detachments, Tech Schools, or Civilian Schools to Schedule Classes					
K 237	Administer Written Tests					
J 221	Coordinate Training Schedules and Requirements with all Affected Activities to Determine Training Priorities					
C 97	Evaluate Training Techniques					
K 303	Consult with Other (CBPO) Sections on Matters Dealing with Classification Relating to OJT					
K 465	Prepare Requisitions for Specialty Training Standards (STS) or CDC Materials					
K 450	Participate in the Development of Job Proficiency Guide Continuation Sheet Forms (AF Form 797)					
C 106	Select Individuals for Specialized Training					
C 79	Evaluate Job Proficiency Guide (JPG)					
K 490	Select Individuals for Evaluation During Staff Assistance Visits					
I 216	Open Computer Terminals					
I 211	Contact Maintenance Personnel When Computers Malfunction					
I 220	Shutdown or Secure Terminals					
A 5	Determine Work Priorities					
C 105	Recommend Individuals for Promotion, Demotion, or Reclassification					
K 448	Observe Task Performance					
A 12	Plan Briefings					
D 115	Advise Individuals on AF Educational Goals					
A 3	Assign Sponsors for Newly Assigned Personnel					
C 75	Evaluate Inspection Reports or Procedures					
K 497	Update Data in Maintenance Management Information and Control System (MMICS)					
B 44	Initiate Personnel Action Requests					

Figure A-2. Sample SPOTS JPC form (Concluded)

D	Task	Titles	SEQ NUM	a COM IND	b COM IND	c MEM 068	MEM 470	MEM 453	MEM 384	MEM 359	MEM 377
A	5	Determine Work Priorities	1	100.0	84.8	90.8	71.7	37.4	50.0	18.2	
B	29	Develop or Improve Work Methods or Procedures	2	100.0	58.7	80.3	68.8	37.9	64.3	36.4	
B	27	Counsel Personnel on Personal or Military Related Problems	3	100.0	63.0	78.3	84.9	56.6	78.6	36.4	
C	96	Evaluate Training Programs	4	100.0	21.7	86.8	87.9	71.4	64.3	63.6	
B	36	Draft Correspondence	5	100.0	89.1	96.1	92.6	77.7	78.6	45.5	
C	65	Conduct OJT Staff visits	6	93.8	19.6	96.7	96.3	96.0	85.7	81.8	
J	222	Coordinate with Agencies such as Field Training Detachments, Tech Schools, or Civilian Schools to Schedule Classes	7	93.8	23.9	89.5	83.1	49.9	57.1	100.0	
A	12	Develop Work Methods or Procedures	8	93.8	54.3	63.8	61.8	22.5	35.7	36.4	
K	221	Coordinate Training Schedules and Requirements with all Effected Activities to Determine Training Priorities	9	93.8	28.3	73.0	86.0	55.7	42.9	90.9	
K	434	Review Training Statistics	10	93.8	34.8	91.4	92.6	81.4	71.4	54.5	
A	18	Plan Briefings	11	93.8	52.2	74.3	76.8	49.1	64.3	54.5	
K	435	Review USAF Publications Bulletins	12	93.8	32.6	90.8	86.4	80.6	85.7	72.7	
A	11	Develop Procedures for OJT Programs	13	87.5	32.6	90.1	89.7	75.7	92.9	63.6	
C	83	Evaluate OJT Supervisors	14	87.5	23.9	90.8	89.3	80.4	71.4	54.5	
C	34	Evaluate OJT Trainers	15	87.5	19.6	86.8	90.1	80.8	85.7	45.5	
C	34	Evaluate OJT Trainees	16	87.5	26.1	90.1	92.6	81.7	85.7	45.5	
C	77	Evaluate Internal Office OJT Programs	17	87.5	32.6	82.2	77.9	45.9	71.4	63.6	
K	433	Review Preparation Of AF Form 2095 or 2096	18	87.5	34.8	94.7	96.0	95.5	100.0	100.0	
K	239	Advise Supervisors Conducting Qualification Training	19	87.5	.0	80.9	97.4	93.1	100.0	63.6	
A	14	Establish Organizational Policies, Office Instructions (OTS) or Standing Operating Procedures (SOPs)	20	87.5	67.4	61.3	66.9	27.3	21.4	27.3	
C	79	Evaluate Job Proficiency Guide (JPG)	21	87.5	21.7	58.6	71.3	39.3	64.3	27.3	
B	46	Interpret Policies, Directives, or Procedures for Subordinates	22	85.7	80.4	82.9	67.3	34.7	35.7	18.2	
K	450	Participate in the Development of Job Proficiency Guide Continuation Sheet Forms (AF Form 797)	23	87.5	26.1	58.6	88.2	72.4	50.0	27.3	
C	99	Evaluate Training Methods	24	87.5	15.2	72.4	75.7	52.5	64.3	45.5	
K	437	Maintain Files of Staff Assistance Visit Reports	25	81.3	.0	94.7	94.9	86.7	92.9	81.8	
K	336	Determine Unit OJT Training Needs	26	81.3	15.2	60.5	92.6	85.6	92.9	72.7	
B	35	Direct or Implement Internal Office OJT Programs	27	81.3	39.1	80.3	79.8	47.2	42.9	36.4	
B	44	Initiate Personnel Action Request	28	81.3	54.3	82.9	89.7	75.9	64.3	54.5	
K	368	Extract System or Job Data from Air Force Regulations, Manuals, or Pamphlets	29	81.3	.0	52.6	57.3	24.7	14.3	27.3	

Figure A-3. Sample SPOTS executive summary.

K	479	Recommend Remedial Actions for Students Failing to Meet Training Standards	30	81.3	.0	52.0	69.9	60.2	57.1	27.3
C	97	Evaluate Training Techniques	31	81.3	.0	73.0	75.4	49.9	50.0	36.4
C	93	Complete Training Statistics	32	81.3	.0	81.6	73.5	47.7	50.0	54.5
C	81	Evaluate Maintenance Management Information and Control System (MMICS)	33	75.0	.0	13.8	43.8	.0	14.3	45.5
K	238	Advise Supervisors Conducting Career Development Course (CDC) Review Training	34	75.0	.0	82.9	97.8	95.5	100.0	81.8
K	402	Identify Causes of High Failure Rates	35	75.0	.0	60.5	58.1	34.2	14.3	.0
K	305	Coordinate OJT Advisory Service Courses With Supervisors	36	75.0	.0	62.5	87.1	80.6	64.3	27.3
K	443	Maintain or Update Automated Report Printouts	37	75.0	.0	59.2	76.5	49.9	35.7	72.7
K	490	Select Individuals for Evaluation During Staff Assistance Visits	38	75.0	.0	86.2	73.2	72.7	85.7	72.7
K	310	Counsel Trainers or Supervisors on Their Trainees Progress	39	75.0	.0	69.1	95.2	93.6	100.0	63.6
C	72	Evaluate Course Outlines or Lesson Plans	40	75.0	15.2	13.2	43.8	.0	21.4	54.5
K	236	Assist Supervisors in Development of Master JPG	41	75.0	.0	66.4	84.9	75.3	71.4	54.5
K	309	Counsel Trainees on Training Progress	42	75.0	.0	59.9	93.8	86.5	100.0	63.6
K	440	Maintain Individual Training Status Records, such as On-The-Job Training Record Forms (AF Form 623)	43	75.0	37.0	65.1	73.9	43.3	50.0	72.7
D	123	Advise Individuals on Extension Course Institute (ECI) Courses	44	75.0	.0	69.1	87.5	76.4	92.9	45.5
A	7	Develop Orientation Programs for All Newly Assigned Personnel	45	75.0	37.0	35.5	70.2	33.2	64.3	54.5
K	303	Consult with Other (CBPO) Sections on Matters Dealing with Classification Relating to OJT	46	68.8	.0	86.8	83.8	76.1	71.4	45.5
D	118	Advise Individuals on Career Development, such as Professional Military Education (PME) Courses	47	68.8	21.7	41.4	84.2	63.9	100.0	.0
K	237	Assist Supervisors in Preparation of Training Quality Report (TQR) Forms (AF Form 1284)	48	68.8	.0	52.6	66.9	63.7	42.9	36.4
K	240	Advise Supervisors Selecting OJT Trainers	49	68.8	.0	70.4	93.0	89.9	92.9	54.5
C	108	Write Staff Studies, Surveys, or Special Reports	50	68.8	26.1	54.6	42.3	13.3	.0	18.2

* Tasks omitted for which:										
* The value in column sequence is greater than 50										

Figure A-3. Sample SPOTS executive summary (Concluded)

- a SEQNUM - Sort code based on order of commonality index, percentage of members performing and SPOTS priority scores
b COMIND - Index of the percentage of jobs a task is included in
c MEM## - Percentage of members performing based on the number of members in that job